

DLSC Phase 2: Systems Level Char Assessment

Range of Assessments and Use of Assessments

SQ: I take quizzes and tests
(Mean response on a scale
= never and 5 = every day)

	2015-16	2016-17
Whole School	3.45	3.33
Males	3.54	3.25
Females	3.35	3.42
SPED/IEP	3.57	3.10
FRPL/Low Income	3.29	3.46
Asian or Asian American	*	*
Black or African American	*	*
Hispanic or Latino/a	*	*
White or European American	3.52	3.28
Two or More Races	3.00	3.75
9th Grade	3.44	3.41
10th Grade	3.58	3.61
11th Grade	3.19	3.25
12th Grade	3.62	2.78

Collaborative Culture

Shared Vision, Shared Understanding, and Consistent P

**SQ: I work with other stu
group assignments, Mat
(Mean response on a scale
= never and 5 = every day)**

	2015-16	2016-17
Whole School	2.41	2.36
Males	2.54	2.40
Females	2.27	2.31
SPED/IEP	2.09	1.90
FRPL/Low Income	2.21	2.43
Asian or Asian American	*	*
Black or African American	*	*
Hispanic or Latino/a	*	*
White or European American	2.44	2.31
Two or More Races	2.13	2.75
9th Grade	2.05	2.21
10th Grade	2.43	2.68
11th Grade	2.41	2.68
12th Grade	3.54	1.78

Personalization and Scaffolding

Reliance on Formal and Informal Assessment to Person Instruction and to Develop Scaffolds for Learning

**Early Warning Teams, %
identified as off pace**

	2015-16	2016-17
Whole School	32%	39%
Males	—	—
Females	—	—
SPED/IEP	—	—
FRPL/Low Income	—	—
Asian or Asian American	—	—
Black or African American	—	—
Hispanic or Latino/a	—	—

White or European American	—	—
Two or More Races	—	—
9th Grade	—	—
10th Grade	—	—
11th Grade	—	—
12th Grade	—	—

Access to Rigorous Content

SQ: The teacher expects through challenging task giving up, Math
 (Mean response on a scale = strongly disagree and 5 = agree)

	2015-16	2016-17
Whole School	3.92	3.76
Males	3.95	3.70
Females	3.85	3.83
SPED/IEP	3.48	3.10
FRPL/Low Income	3.75	3.80
Asian or Asian American	*	*
Black or African American	*	*
Hispanic or Latino/a	*	*
White or European American	3.91	3.75
Two or More Races	4.38	4.00
9th Grade	4.12	3.90
10th Grade	3.75	3.97
11th Grade	3.63	3.80
12th Grade	4.42	3.06

Advisories, Guidance, Access to Caring Adults

Adult Guidance and Acce SQ Composite Mean
 (Mean response on a scale = strongly disagree and 4 = agree)

	2015-16	2016-17
Whole School	2.87	2.83

Males	2.93	2.86
Females	2.82	2.80
SPED/IEP	2.91	2.99
FRPL/Low Income	2.86	2.86
Asian or Asian American	*	*
Black or African American	*	*
Hispanic or Latino/a	*	*
White or European American	2.87	2.83
Two or More Races	2.71	3.10
9th Grade	2.94	2.80
10th Grade	2.80	2.83
11th Grade	2.71	2.85
12th Grade	3.11	2.89

— Data was not reported by the

* Data suppressed to ensure

Large Indicators - Student Data

Tests, Math
of 1-5, with 1

SQ: *I take quizzes and tests*, ELA
(Mean response on a scale of 1-5, with 1
= never and 5 = every day)

SQ: *I take quizzes and tests*
(Mean response on a scale
= never and 5 = every day)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	2.58	2.29	▼	2.92	2.90
▼	2.75	2.43	▼	2.80	2.92
▲	2.38	2.14	▼	3.06	2.88
▼	2.88	2.43	▼	3.04	2.61
▲	2.75	2.33	▼	2.81	2.93
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	2.56	2.20	▼	2.93	2.88
▲	2.38	2.63	▲	2.75	3.14
▼	2.95	2.33	▼	2.70	2.94
▲	2.30	2.42	▲	3.26	3.10
▲	2.42	2.08	▼	2.84	2.77
▼	2.53	2.26	▼	2.73	2.65

Practice

ents on
1
of 1-5, with 1

SQ: I work with other students on group assignments, ELA
(Mean response on a scale of 1-5, with 1 = never and 5 = every day)

SQ: I work with other students on group assignments, Science
(Mean response on a scale of 1-5, with 1 = never and 5 = every day)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	3.08	2.63	▼	3.22	3.31
▼	3.18	2.47	▼	3.30	3.32
▲	2.97	2.80	▼	3.16	3.31
▼	2.88	2.10	▼	2.09	2.72
▲	3.04	2.60	▼	2.21	3.12
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	3.13	2.67	▼	2.44	3.31
▲	2.75	2.75	◄►	2.13	3.57
▲	3.16	2.33	▼	2.05	3.97
▲	2.93	2.61	▼	2.43	3.10
▲	2.96	3.00	▲	2.41	3.22
▼	3.39	2.79	▼	3.54	2.41

alize

of students

Personalized Learning Plans, % of students

Student Engagement SQ Composite Mean
(Scale of 1-4 with 4 = strong)

Change	2015-16	2016-17	Change	2015-16	2016-17
▲	100%	100%	◄►	2.74	2.70
—	100%	100%	◄►	2.75	2.71
—	100%	100%	◄►	2.74	2.69
—	100%	100%	◄►	2.74	2.67
—	100%	100%	◄►	2.71	2.65
—	*	*	*	*	*
—	*	*	*	*	*
—	*	*	*	*	*

—	100%	100%	◄►	2.75	2.71
—	100%	100%	◄►	2.52	2.88
—	100%	100%	◄►	2.72	2.65
—	100%	100%	◄►	2.73	2.61
—	100%	100%	◄►	2.68	2.76
—	100%	100%	◄►	2.93	2.89

*us to work
s without*

of 1-5, with 1
strongly

**SQ: The teacher expects us to work
through challenging tasks without
giving up, ELA**

(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)

**SQ: The teacher expects
through challenging task
giving up, Science**

(Mean response on a scale
= strongly disagree and 5 =
agree)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	3.94	3.82	▼	3.80	3.67
▼	3.82	3.67	▼	3.85	3.55
▼	4.05	3.98	▼	3.72	3.79
▼	3.64	3.29	▼	3.65	3.39
▲	3.89	3.88	▼	3.67	3.69
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	3.94	3.83	▼	3.86	3.62
▼	4.25	4.00	▼	3.88	3.71
▼	3.91	3.74	▼	4.00	3.89
▲	3.85	3.84	▼	3.74	3.54
▲	3.96	3.96	◄►	3.44	3.83
▼	4.18	3.79	▼	4.10	3.18

ness

of 1-4, with 1
strongly

**Ratio of guidance counselors to
students**

Number of advisory hours

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	1:150	1:171	▼	2.5	2.5

▼	—	—	—	—	—
▼	—	—	—	—	—
▲	—	—	—	—	—
◀▶	—	—	—	—	—
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*	—	—	—	—	—
*	—	—	—	—	—
▼	—	—	—	—	—
▲	—	—	—	—	—
▼	—	—	—	—	—
▲	—	—	—	—	—
▲	—	—	—	—	—
▼	—	—	—	—	—

ne state or available from sites
 : confidentiality

sts, Science
of 1-5, with 1

**SQ: I get to choose how I show the
teacher what I have learned, Math**
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)

**SQ: I get to choose how I
teacher what I have learn**
(Mean response on a scale
= strongly disagree and 5 =
agree)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	2.69	2.62	▼	3.41	3.59
▲	2.73	2.89	▲	3.42	3.36
▼	2.65	2.31	▼	3.38	3.84
▼	2.87	2.70	▼	3.32	3.33
▲	2.58	2.76	▲	3.33	3.53
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	2.72	2.63	▼	3.40	3.63
▲	2.00	2.88	▲	3.63	3.75
▲	2.86	2.74	▼	3.44	3.33
▼	2.58	2.90	▲	3.08	3.40
▼	2.33	2.50	▲	3.50	3.84
▼	3.25	2.00	▼	4.00	4.11

ents on
nce
of 1-5, with 1

**SQ: I give and receive feedback
to/from students in this class, Math**
(Mean response on a scale of 1-5, with 1
= never and 5 = every day)

**SQ: I give and receive fee
to/from students in this c**
(Mean response on a scale
= never and 5 = every day)

Change	2015-16	2016-17	Change	2015-16	2016-17
▲	2.39	2.24	▼	2.94	2.63
▲	2.50	2.36	▼	2.91	2.28
▲	2.24	2.12	▼	2.98	3.00
▲	2.26	1.80	▼	2.48	2.14
▲	2.29	2.24	▼	2.87	2.62
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▲	2.43	2.20	▼	3.02	2.63
▲	2.38	2.88	▲	2.75	3.00
▲	2.28	2.18	▼	3.07	2.51
▲	2.45	2.40	▼	2.65	2.33
▲	2.11	2.40	▲	2.88	3.00
▼	3.17	1.94	▼	3.44	2.84

gely agree)

Academic Tenacity
SQ Composite Mean
(Scale of 1-4 with 4 = strongly agree)

Graduation Rate

Change	2015-16	2016-17	Change	2014-15	2015-16
▼	2.77	2.91	▲	71%	58%
▼	2.75	2.86	▲	—	—
▼	2.78	2.95	▲	—	—
▼	2.60	2.76	▲	—	—
▼	2.72	2.85	▲	—	—
*	*	*	*	—	—
*	*	*	*	—	—
*	*	*	*	—	—

▼	2.76	2.90	▲	—	—
▲	3.04	3.00	▼	—	—
▼	2.70	2.84	▲	—	—
▼	2.82	2.76	▼	—	—
▲	2.86	3.01	▲	—	—
▼	2.68	3.16	▲	—	—

**us to work
s without**

of 1-5, with 1
strongly

**SQ: The teacher assigns work that is
appropriately challenging, Math**
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)

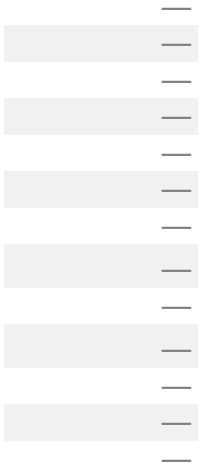
**SQ: The teacher assigns
appropriately challenging**
(Mean response on a scale
= strongly disagree and 5 =
agree)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	3.52	3.36	▼	3.70	3.70
▼	3.61	3.30	▼	3.54	3.60
▲	3.45	3.42	▼	3.90	3.80
▼	3.22	2.95	▼	3.52	3.10
▲	3.31	3.41	▲	3.65	3.71
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	3.56	3.40	▼	3.76	3.74
▼	2.75	3.88	▲	3.00	3.88
▼	3.74	3.46	▼	3.63	3.44
▼	3.40	3.74	▲	3.63	3.94
▲	3.04	3.40	▲	3.65	3.64
▼	4.25	2.44	▼	4.12	3.95

s per week

Change





**show the
ed, ELA
of 1-5, with 1
strongly**

**SQ: I get to choose how I show the
teacher what I have learned, Science
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)**

**SQ: I move on to new work
can show what I have learned
(Mean response on a scale
= strongly disagree and 5 =
agree)**

Change	2015-16	2016-17	Change	2015-16	2016-17
▲	3.40	3.28	▼	3.48	3.23
▼	3.50	3.23	▼	3.33	3.23
▲	3.28	3.84	▲	3.67	3.24
▲	3.52	2.94	▼	3.74	3.25
▲	3.45	3.17	▼	3.33	3.33
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▲	3.33	3.24	▼	3.47	3.20
▲	3.38	3.43	▲	3.25	3.88
▼	4.05	3.69	▼	3.58	3.38
▲	2.85	2.93	▲	3.50	3.33
▲	2.92	3.17	▲	3.26	3.40
▲	4.00	3.12	▼	3.50	2.56

—	—	—	—	—	—
—	—	—	—	—	—
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—	—	—	—	—	—
—	—	—	—	—	—

**work that is
y, ELA
of 1-5, with 1
strongly**

**SQ: The teacher assigns work that is
appropriately challenging, Science
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)**

**SQ: Teachers have high
expectations for all students
(Mean response on a scale
= strongly disagree and 4 =
agree)**

Change	2015-16	2016-17	Change	2015-16	2016-17
◀▶	3.64	3.53	▼	2.77	2.77
▲	3.73	3.40	▼	2.71	2.76
▼	3.54	3.66	▲	2.86	2.77
▼	3.52	3.11	▼	2.80	2.94
▲	3.55	3.35	▼	2.70	2.91
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	3.69	3.54	▼	2.77	2.74
▲	3.13	3.71	▲	3.00	3.00
▼	3.77	3.58	▼	2.98	2.75
▲	3.54	3.45	▼	2.73	2.66
▼	3.52	3.63	▲	2.59	2.87
▼	3.80	3.41	▼	2.67	2.88

*rank when I
rned, Math
of 1-5, with 1
strongly*

**SQ: I move on to new work when I
can show what I have learned, ELA**
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)

**SQ: I move on to new work when I
can show what I have learned, Science**
(Mean response on a scale of 1-5, with 1
= strongly disagree and 5 = strongly
agree)

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	3.42	3.39	▼	3.70	3.56
▼	3.25	3.31	▲	3.59	3.55
▼	3.62	3.47	▼	3.86	3.58
▼	3.40	3.52	▲	3.78	3.50
◄►	3.36	3.45	▲	3.63	3.52
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
▼	3.41	3.38	▼	3.70	3.57
▲	3.13	3.63	▲	3.13	3.43
▼	3.44	3.28	▼	3.88	3.97
▼	3.53	3.60	▲	3.77	3.39
▲	3.23	3.40	▲	3.44	3.63
▼	3.41	3.26	▼	3.30	2.88

—	—	—	—	—	—
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—	—	—	—	—	—
—	—	—	—	—	—

nts.
of 1-4, with 1
strongly

**SQ: School administrators and
counselors have high expectations
for all students.**

(Mean response on a scale of 1-4, with 1
= strongly disagree and 4 = strongly
agree)

Change	2015-16	2016-17	Change
◀▶	2.75	2.85	▲
▲	2.78	2.88	▲
▼	2.72	2.81	▲
▲	2.72	3.22	▲
▲	2.75	2.91	▲
*	*	*	*
*	*	*	*
*	*	*	*
▼	2.73	2.84	▲
◀▶	2.75	3.00	▲
▼	2.76	2.92	▲
▼	2.78	2.76	▼
▲	2.59	3.00	▲
▲	2.89	2.63	▼

rank when I
ranked,

of 1-5, with 1
strongly

SAT: Reading, Grade 11
% proficient or above

SAT: Math, Grade 11
% proficient or above

Change	2015-16	2016-17	Change	2015-16	2016-17
▼	—	56%	—	—	20%
▼	—	63%	—	—	14%
▼	—	50%	—	—	27%
▼	—	—	—	—	—
▼	—	—	—	—	—
*	—	—	—	—	—
*	—	—	—	—	—
*	—	—	—	—	—
▼	—	59%	—	—	21%
▲	—	—	—	—	—
▲	—	—	—	—	—
▼	—	—	—	—	—
▲	—	—	—	—	—
▼	—	—	—	—	—

Note: The SAT replaced Smarter
Balanced as New Hampshire's
statewide accountability assessment.
Comparisons to prior years of data are
not possible.

Note: The SAT replaced Sr
Balanced as New Hampshi
statewide accountability as:
Comparisons to prior years
not possible.

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Change

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assessment.
of data are

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 :isions
 ELA (Mean
 5, with 1 =

SQ: *The teacher involves students in making decisions about their classwork, Science*
 (Mean response on a scale of 1-5, with 1 = never and 5 = every day)

Change	2015-16	2016-17	Change
▼	2.92	2.85	▼
▼	3.08	2.73	▼
▼	2.71	2.96	▲
▼	3.09	2.00	▼
▲	3.04	2.83	▼
*	*	*	*
*	*	*	*
*	*	*	*
▼	2.88	2.76	▼
▲	2.50	3.29	▲
▼	3.35	2.92	▼
▲	2.36	2.63	▲
▲	2.96	2.96	◄►
▼	3.30	2.88	▼

DLSC Phase 2: College and Career Readir

Deeper Learning

Mastery of Core Academic Content

PSAT: English, Reading, Writing Mean on a scale of 200-800

	2014-15	2015-16	Change
Whole School	—	—	—
Males	—	—	—
Females	—	—	—
SPED/IEP	—	—	—
FRPL/Low Income	—	—	—
Asian or Asian American	—	—	—
Black or African American	—	—	—
Hispanic or Latino/a	—	—	—
White or European American	—	—	—
Two or More Races	—	—	—
9th Grade	—	—	—
10th Grade	—	442	—
11th Grade	—	427	—
12th Grade	—	—	—

Note: PSAT scores rescaled in 2015-16.
Scores from 2014-15 are omitted.

Learning How to Learn

Student Engagement SQ Composite Mean (Scale of 1-4 with 4 = strongly agree)

	2015-16	2016-17	Change
Whole School	2.74	2.70	▼
Males	2.75	2.71	▼
Females	2.74	2.69	▼

SPED/IEP	2.74	2.67	▼
FRPL/Low Income	2.71	2.65	▼
Asian or Asian American	*	*	*
Black or African American	*	*	*
Hispanic or Latino/a	*	*	*
White or European American	2.75	2.71	▼
Two or More Races	2.52	2.88	▲
9th Grade	2.72	2.65	▼
10th Grade	2.73	2.61	▼
11th Grade	2.68	2.76	▲
12th Grade	2.93	2.89	▼

Developing Academic Mindsets

Developing Academic Mindsets SQ Composite Mean (Scale of 1-4 with 4 = strongly agree)

	2015-16	2016-17	Change
Whole School	2.73	2.67	▼
Males	2.77	2.70	▼
Females	2.70	2.64	▼
SPED/IEP	2.74	2.76	▲
FRPL/Low Income	2.70	2.65	▼
Asian or Asian American	*	*	*
Black or African American	*	*	*
Hispanic or Latino/a	*	*	*
White or European American	2.75	2.69	▼
Two or More Races	2.37	2.84	▲
9th Grade	2.78	2.70	▼
10th Grade	2.69	2.62	▼
11th Grade	2.63	2.71	▲
12th Grade	2.85	2.65	▼

Equitable Access to and Scaffolds to Succeed in Hi

Scaffolding and Support

Classroom Scaffolding
SQ Composite Mean
 (Scale of 1-5 with 5 = strongly agree)

	2015-16	2016-17	Change
Whole School	3.35	3.18	▼
Males	3.37	3.08	▼
Females	3.33	3.28	▼
SPED/IEP	3.27	2.86	▼
FRPL/Low Income	3.26	3.22	▼
Asian or Asian American	*	*	*
Black or African American	*	*	*
Hispanic or Latino/a	*	*	*
White or European American	3.36	3.15	▼
Two or More Races	3.17	3.67	▲
9th Grade	3.46	3.18	▼
10th Grade	3.18	3.21	▲
11th Grade	3.20	3.24	▲
12th Grade	3.67	3.03	▼

Capacity for (evidence of) Anytime, Anywhere Learning

SQ: ELO participation rate

	2015-16	2016-17	Change
Whole School	53%	44%	▼
Males	59%	49%	▼
Females	47%	39%	▼
SPED/IEP	76%	48%	▼
FRPL/Low Income	53%	40%	▼
Asian or Asian American	—	*	*
Black or African American	—	*	*
Hispanic or Latino/a	—	*	*
White or European American	52%	46%	▼
Two or More Races	—	*	*
9th Grade	56%	39%	▼
10th Grade	50%	32%	▼
11th Grade	56%	58%	▲

12th Grade

50%

58%



Access to/Success in High-Level Coursework

Course data unavailable.

	2015-16	2016-17	Change
Whole School	—	—	—
Males	—	—	—
Females	—	—	—
SPED/IEP	—	—	—
FRPL/Low Income	—	—	—
Asian or Asian American	—	—	—
Black or African American	—	—	—
Hispanic or Latino/a	—	—	—
White or European American	—	—	—
Two or More Races	—	—	—
9th Grade	—	—	—
10th Grade	—	—	—
11th Grade	—	—	—
12th Grade	—	—	—

Student Attendance

Number of students habitually truant

	2015-16	2016-17	Change
Whole School	29%	30%	▲
Males	—	—	—
Females	—	—	—
SPED/IEP	—	—	—
FRPL/Low Income	—	—	—
Asian or Asian American	—	—	—
Black or African American	—	—	—
Hispanic or Latino/a	—	—	—
White or European American	—	—	—
Two or More Races	—	—	—
9th Grade	—	—	—
10th Grade	—	—	—
11th Grade	—	—	—
12th Grade	—	—	—

Post-Graduate Readiness and Success

College Enrollment and Persistence

% of students enrolled in college in the fall immediately after high school

	2015 Cohort	2017 Cohort	Change
Whole School	48%	38%	▼
Males	—	—	—
Females	—	—	—
SPED/IEP	—	—	—
FRPL/Low Income	—	—	—
Asian or Asian American	—	—	—
Black or African American	—	—	—
Hispanic or Latino/a	—	—	—
White or European American	—	—	—
Two or More Races	—	—	—
9th Grade	—	—	—
10th Grade	—	—	—
11th Grade	—	—	—
12th Grade	—	—	—

Note: 2016 data unavailable. Cohort comparison includes 2015 and 2017 data only.

- Data was not reported by the state or available
- * Data suppressed to ensure confidentiality

ness Indicators

PSAT: Math Mean on a scale of 200-800

SAT: Critical Reading Mean on a scale of 200-800

2014-15	2015-16	Change	2015	2016	Change
—	—	—	420	459	▲
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	444	—	—	—	—
—	445	—	—	—	—
—	—	—	—	—	—

Note: PSAT scores rescaled in 2015-16.
Scores from 2014-15 are omitted.

Academic Tenacity SQ Composite Mean (Scale of 1-4 with 4 = strongly agree)

2015-16	2016-17	Change
2.77	2.91	▲
2.75	2.86	▲
2.78	2.95	▲

2.60	2.76	▲
2.72	2.85	▲
*	*	*
*	*	*
*	*	*
2.76	2.90	▲
3.04	3.00	▼
2.70	2.84	▲
2.82	2.76	▼
2.86	3.01	▲
2.68	3.16	▲

gh Level Learning Opportunities

Teacher and Adult Support
SQ Composite Mean
 (Scale of 1-4 with 4 = strongly agree)

2015-16	2016-17	Change
2.79	2.79	◄►
2.82	2.82	◄►
2.77	2.75	▼
2.79	3.13	▲
2.76	2.87	▲
*	*	*
*	*	*
*	*	*
2.78	2.75	▼
2.78	3.14	▲
2.91	2.82	▼
2.77	2.66	▼
2.58	2.89	▲
2.88	2.80	▼

SQ: % of students participating in one or more online courses

SQ: % of students experiencing flipped learning in one or more classes

2015-16	2016-17	Change	2015-16	2016-17	Change
57%	48%	▼	17%	18%	▲
54%	38%	▼	25%	25%	◄►
60%	58%	▼	*	11%	*
44%	38%	▼	*	35%	*
47%	40%	▼	16%	19%	▲
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
56%	47%	▼	15%	18%	▲
*	*	*	*	*	*
30%	36%	▲	*	*	*
68%	39%	▼	*	*	*
67%	68%	▲	*	*	*

% of students enrolled in college at any time during the first year following graduation

% of students enrolled in college at any time during the first two years after graduation

% of students enrolled in college at any time during the first year following graduation			% of students enrolled in college at any time during the first two years after graduation		
2015 Cohort	2016 Cohort	Change	2014 Cohort	2015 Cohort	Change
55%	52%	▼	—	55%	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—

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SQ: % of students without access to a computer or tablet

**Student Use of Technology to Personalize Learning, SQ Composite Mean
(Scale of 1-4, with 4 = strongly agree)**

2015-16	2016-17	Change	2015-16	2016-17	Change
7%	9%	▲	2.79	2.78	▼
*	*	*	2.73	2.71	▼
*	*	*	2.86	2.85	▼
*	*	*	2.60	2.68	▲
*	*	*	2.78	2.77	▼
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
*	9%	*	2.79	2.78	▼
*	*	*	2.66	2.83	▲
*	*	*	2.72	2.72	◀▶
*	*	*	2.84	2.77	▼
*	*	*	2.71	2.99	▲

*

*

*

2.96

2.62



SAT: Reading, Grade 11
% proficient or above

2015-16	2016-17	Change
—	56%	—
—	63%	—
—	50%	—
—	—	—
—	—	—
—	—	—
—	—	—
—	59%	—
—	—	—
—	—	—
—	—	—
—	—	—

Note: The SAT replaced Smarter Balanced as New Hampshire's statewide accountability assessment. Comparisons to prior years of data are not possible.

SAT: Math, Grade 11
% proficient or above

2015-16	2016-17	Change
—	20%	—
—	27%	—
—	14%	—
—	—	—
—	—	—
—	—	—
—	—	—
—	21%	—
—	—	—
—	—	—
—	—	—
—	—	—

Note: The SAT replaced Smarter Balanced as New Hampshire's statewide accountability assessment. Comparisons to prior years of data are not possible.

DLSC Phase 2: Systems Level Change In

Assessment

Range of Assessments and Use of Assessments:

% of teachers who designated each assessment method as one of their three most important for assessing student proficiency

Traditional quizzes or tests

	2015-16	2016-17	Change
Whole School	14%	23%	▲
ELA/English	*	*	*
Math	*	*	*
Science	*	*	*
9th Grade	13%	31%	▲
10th Grade	9%	23%	▲
11th Grade	0%	14%	▲
12th Grade	0%	18%	▲

Collaborative Culture

Professional Learning Infrastructure

Professional Learning Infrastructure TQ Composite Mean

(Mean response on a scale of 1-5, with 5 = strongly agree)

	2015-16	2016-17	Change
Whole School	3.58	3.20	▼
ELA/English	*	*	*
Math	*	*	*

Science	*	*	*
9th Grade	3.70	3.42	▼
10th Grade	3.65	3.45	▼
11th Grade	3.76	3.34	▼
12th Grade	3.69	3.11	▼

Shared Vision/Understanding and Consistent Practice

Shared Vision/Understanding and Consistent Practice

TQ Composite Mean

(Mean response on a scale of 1-5, with 5 = strongly agree)

	2015-16	2016-17	Change
Whole School	3.25	2.94	▼
ELA/English	*	*	*
Math	*	*	*
Science	*	*	*
9th Grade	3.39	3.00	▼
10th Grade	3.31	3.08	▼
11th Grade	3.19	2.90	▼
12th Grade	3.21	2.55	▼

Personalization and Scaffolding

Reliance on Formal and Informal Assessment to Personalize Instruction and to Develop Scaffolds for Learning

My school supports the use of instructional technology to personalize and advance student learning.

(Mean response on a scale of 1-4 with 4 = to a great extent)

	2015-16	2016-17	Change
Whole School	3.04	2.85	▼
ELA/English	*	*	*
Math	*	*	*
Science	*	*	*
9th Grade	3.24	3.42	▲
10th Grade	3.00	2.75	▼
11th Grade	2.83	2.85	▲
12th Grade	2.69	2.64	▼

Access to Rigorous Content

How well prepared do you now feel to support student learning that requires critical thinking or problem solving?

(Mean response on a scale of 1-4, with 1 = not at all prepared and 4 = very well prepared)

	2015-16	2016-17	Change
Whole School	3.21	3.24	▲
ELA/English	*	*	*
Math	*	*	*
Science	*	*	*
9th Grade	3.24	3.44	▲
10th Grade	3.21	3.58	▲
11th Grade	3.33	3.31	▼
12th Grade	3.31	3.27	▼

— Data was not reported by the state or average

* Data suppressed to ensure confidentiality

Indicators - Teacher Data

Portfolio submissions and accompanying rationale

Classroom participation

	2015-16	2016-17	Change	2015-16	2016-17	Change
	19%	23%	▲	48%	41%	▼
	*	*	*	*	*	*
	*	*	*	*	*	*
	*	*	*	*	*	*
	20%	25%	▲	60%	44%	▼
	27%	39%	▲	73%	46%	▼
	30%	36%	▲	70%	57%	▼
	40%	27%	▼	60%	64%	▲



Please rate the following instructional activity for how important it has been to your instruction this school year: use technology to personalize instruction
 (Mean response on a scale of 1-4, with 4 = most important)

Importance of instructional activities for scaffolding and support
TQ Composite Score
 (Mean response on a scale of 1-4 with 4 = most important)

2015-16	2016-17	Change	2015-16	2016-17	Change
2.95	2.95	◀▶	3.20	3.14	▼
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
3.07	2.94	▼	3.24	3.07	▼
2.91	2.92	▲	3.17	3.14	▼
2.70	2.92	▲	3.21	3.05	▼
2.80	2.90	▲	3.17	3.15	▼

In your classroom over the past year, how often did you provide instruction that requires critical thinking or problem solving?
 (Mean response on a scale of 1-4, with 1 = never and 4 = all the time)

My school supports the expectation that all students can reach high standards.
 (Mean response on a scale of 1-4, with 1 = not at all and 4 = to a great extent)

2015-16	2016-17	Change	2015-16	2016-17	Change
3.35	3.41	▲	2.92	2.62	▼
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
3.38	3.50	▲	3.00	2.63	▼
3.31	3.62	▲	2.93	2.58	▼
3.18	3.43	▲	2.92	2.69	▼
3.25	3.55	▲	2.77	2.36	▼

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End-of-course or end-of-term exams

**Extended (more than a week long)
individual projects**

2015-16	2016-17	Change	2015-16	2016-17	Change
0%	0%	◀▶	71%	68%	▼
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
0%	0%	◀▶	67%	69%	▲
0%	0%	◀▶	64%	62%	▼
0%	0%	◀▶	60%	57%	▼
0%	0%	◀▶	70%	82%	▲

**Frequency of student activities
involving scaffolding and support
TQ Composite Score**
(Mean response on a scale of 1-5 with 5
= every day)

2015-16	2016-17	Change
3.43	3.22	▼
*	*	*
*	*	*
*	*	*
3.34	3.33	▼
3.42	3.05	▼
3.55	3.18	▼
3.73	3.17	▼

**Extended (more than a week long)
collaborative projects**

Daily homework and daily check-ins

2015-16	2016-17	Change	2015-16	2016-17	Change
43%	41%	▼	10%	23%	▲
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
40%	31%	▼	7%	25%	▲
27%	31%	▲	9%	39%	▲
40%	36%	▼	10%	29%	▲
20%	27%	▲	20%	9%	▼

Student writing (essays, reports, etc.)

Journals, lab books, or notebooks

2015-16	2016-17	Change	2015-16	2016-17	Change
38%	32%	▼	10%	9%	▼
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
33%	19%	▼	7%	13%	▲
36%	23%	▼	9%	0%	▼
50%	29%	▼	0%	7%	▲
30%	27%	▼	10%	9%	▼

Student presentation to the class

Student presentation at a public event or to a panel of students, teachers, administrators, and/or community members

2015-16	2016-17	Change	2015-16	2016-17	Change
38%	23%	▼	10%	18%	▲
*	*	*	*	*	*
*	*	*	*	*	*
*	*	*	*	*	*
40%	19%	▼	13%	25%	▲
36%	8%	▼	9%	31%	▲
30%	14%	▼	10%	21%	▲
40%	9%	▼	10%	27%	▲

Student Questionnaire Sample Sizes

	2016	2017
Whole School	128	114
Males	69	58
Females	58	56
ELL	*	*
SPED/IEP	25	21
FRPL/Low Income	57	48
Asian or Asian American	*	*
Black or African American	*	*
Hispanic or Latino/a	*	*
White or European American	108	98
Two or More Races	8	8
9th Grade	43	39
10th Grade	40	31
11th Grade	27	25
12th Grade	18	19

Teacher Questionnaire Sample Sizes

	2016	2017
Whole School	32	22
ELA/English	*	*
Math	*	*
Science	*	*
9th Grade	19	16
10th Grade	15	13
11th Grade	13	14
12th Grade	14	11

DLSC Student Questionnaire Common Indicators Coi

Student Engagement

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items that are not included:

I'm learning a lot in most of my classes.

Most of what I learn in my classes is necessary for success in the future.

I am interested in the work I get to do in most of my classes.

I work very hard on my schoolwork.

I participate in class.

I complete my homework on time.

I feel that most of my teachers care about how I'm doing.

My school is a fun place to be.

I feel like a real part of my school.

I feel I can go to at least one teacher with things that I need to talk about.

I feel that my ideas and opinions can influence decisions made in my school.

Students are seen and treated as leaders by adults in my school.

I believe I can increase my intelligence through hard work and effort in school.

When course work is hard, I keep trying.

Academic Tenacity

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items that are not included:

I work very hard on my schoolwork.

I believe I can increase my intelligence through hard work and effort in school.

When course work is hard, I keep trying.

Developing Academic Mindsets

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items that are not included:

My school offers extracurricular activities, clubs, and programs that meet my interests.

My school offers courses and electives that meet my interests.

I'm learning a lot in most of my classes.

Most of what I learn in my classes is necessary for success in the future.

I am interested in the work I get to do in most of my classes.

I participate in class.

I feel like a real part of my school.

I feel that my ideas and opinions can influence decisions made in my school.

Classroom Scaffolding

Mean of all items listed below, with each item scored on a scale of 1 (never/strongly agree). Items include:

I have to revise my work based on feedback from my teacher. – Mathematics

I have to revise my work based on feedback from my teacher. – English

I have to revise my work based on feedback from my teacher. – Science

I give and receive feedback to/from students in this class. – Mathematics

I give and receive feedback to/from students in this class. – English

I give and receive feedback to/from students in this class. – Science

The teacher gives written feedback on student work. – Mathematics

The teacher gives written feedback on student work. – English

The teacher gives written feedback on student work. – Science

The teacher gives me the help I need when I'm stuck. – Mathematics

The teacher gives me the help I need when I'm stuck. – English

The teacher gives me the help I need when I'm stuck. – Science

The teacher assigns work that is appropriately challenging (not too hard but no

The teacher assigns work that is appropriately challenging (not too hard but no

The teacher assigns work that is appropriately challenging (not too hard but no

Teacher and Adult Support

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items include:

Teachers notice if students have trouble learning something.

Teachers have high expectations for all students.

School administrators and counselors have high expectations for all students.

Teachers and counselors provide support in helping students prepare for life after school.

Student Use of Technology to Personalize Learning

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items include:

I use technology in my classes to...

...move at my own pace on class assignments.

...access challenging course content.

pursue topics I'm interested in.

support my learning anytime, anywhere.

Adult Guidance and Access

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree).
include:

Teachers and counselors provide support in helping students prepare for life after high school.

My school offers extracurricular activities, clubs, and programs that meet my interests.

My school offers courses and electives that meet my interests.

I feel that most of my teachers care about how I'm doing.

I feel I can go to at least one teacher with things that I need to talk about.

I have a clear idea of what I will do after I graduate from high school.

Composite Mean Items

agree) to 4 (strongly agree). Items

I have a clear idea of what I will do after I graduate from high school.

agree) to 4 (strongly agree). Items

agree) to 4 (strongly agree). Items

interests.

y disagree) to 5 (every day/strongly

t too easy). – Mathematics

t too easy). – English

t too easy). – Science

gree) to 4 (strongly agree). Items

fter graduation.

gree) to 4 (strongly agree). Items

gree) to 4 (strongly agree). Items

fter graduation.

terests.

DLSC Teacher Questionnaire Common Indicators Co

Professional Learning Infrastructure

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items include:

Most teachers in my school...

work together to review student work or student data to inform instruction.

work together to plan curriculum and/or instruction.

ask for assistance from one another.

share teaching strategies with each other.

have opportunities to observe one another teach.

want to be observed by other teachers.

Shared Vision/Understanding and Consistent Practice

Mean of all items listed below, with each item scored on a scale of 1 (strongly disagree) to 5 (strongly agree). Items include:

Most teachers in my school...

have similar ideas about how students learn.

have a shared vision of effective instruction.

have similar ideas about how student work should be assessed.

Importance of Instructional Activities for Scaffolding and Support

Mean of all items listed below, with each item scored on a scale of 1 (unimportant) to 5 (important).

Please rate the following instructional activities for how important they've been in your school year:

Provide students with in-depth guidance on the content or organization of the work

Give written feedback on student work

Give oral feedback on student work

Modify or adjust instruction based on informal classroom assessments

Use technology to personalize instruction

Differentiate activities or instruction to meet individual students' needs

Frequency of Instructional Activities for Scaffolding and Support

Mean of all items listed below, with each item scored on a scale of 1 (never) to 5 (every day).

When participating in your class this year, how often have students engaged in activities during this school year:

Design or implement their own investigations or research projects

Incorporate feedback into their work

Composite Mean Items

agree) to 5 (strongly agree). Items

agree) to 5 (strongly agree). Items

Support

to 4 (most important). Items include:

1 to your instruction this

their work

Support

(every day). Items include:

the following types of